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ABSTRACT

It is proposed that the study of higher education must provide the student and future administrator with opportunities to explore both traditional and new administrative roles in management of institutions. A curriculum was designed with this purpose, using a systems approach to organizational structure and functions. Ten learning objectives, specific outcomes, and related knowledge and skills are outlined. The objectives cover these areas: (1) problem resolution and decision-making, (2) resource planning and allocation procedures, (3) evaluation of units within the institution, (4) long-range planning, (5) effective organizational communication, (6) analyzing long- and short-range impacts of decision-making, (7) ethical standards, (8) understanding human behavior and organizational climate, (9) task orientation, and (10) sensitivity and respect for colleagues. (MSE)

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Design and Development of a Curriculum for Higher Education Administration

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DESIGN AND DEVELOPMENT OF A CURRICULUM
FOR HIGHER EDUCATION ADMINISTRATION

Introduction:

Colleges and universities were originally established to cater to a narrowly defined clientele. These early institutions did not serve the general populace but were shaped by aristocratic traditions and served the aristocracy of society. The emergence of the land-grant institution brought about a change in the clientele of higher education. It gave rise to the agricultural and mechanical college with the expectation that higher education could provide training for a larger segment of the American population and to provide for the technical and professional needs of society. These changes provided for a more egalitarian framework that continued until the late 1920s at which time, because of severe economic conditions, higher education again took on an elitest character. In addition, during World War II institutions became increasingly involved in sponsored research and served as a national resource in the area of research and development. Following 1945 institutions again responded to an egalitarian society through the influx of veterans and the growing recognition of the value of higher education on the part of the public. In the 1960s and early 1970s universities experienced a rapid growth in terms of traditional students as well as influx of a new clientele, the older student, and increased attention to continuing education. The areas of research and public service became of increasing importance and public policy was enacted that fostered the rapid growth of this function.

Unlike the 1960s the current decade has been a period of unprecedented crises for higher education. During the 1960s institutions of higher education in general experienced a phenomenal growth; the major problem confronting institutions as a result of that growth became a question of how to effectively maintain standards of quality. During the 60s the total number of higher education institutions increased from 1,850 to 2,500 and the total number of faculty rose to nearly 500,000. Between 1955 and 1965 the number of high school graduates matriculating in colleges and universities increased by over 110% and by 1973 over 9 million students were enrolled in American colleges and universities.

With projections estimating over 12 million students by 1980 this growth in student enrollment is the direct result of the high birth rates experienced nationally in the late 1950s and early 1960s as well as the greater access to institutions of higher education provided for by federal and state student assistance plans such as a basic opportunity grant and the student work study programs. Americans demonstrated their belief in higher education as a primary avenue towards achieving upward social and economic mobility during the 60s and early 70s by enacting a variety of state and federal legislation that provided financial support to students and to institutions. Concurrently there was a major increase in private giving especially from private foundations interested in supporting educational endeavors.

During the final quarter of the 20th century, institutions of higher education are being confronted with a different set of social conditions. Higher education no longer enjoys a major priority for state and federal funds and as a result public support for higher education is beginning to stabilize while inflation erodes institutional capabilities. Students representing more diverse backgrounds and expectations are increasingly demanding more relevant educational programs. Revised enrollment projections for the next 10 to 15 years rather than showing increases indicate an approximate 15 to 20% decline of students. These conditions, coupled with the more skeptical public attitude towards higher education, require not only a reappraisal of institutional programs but provide a challenge for strong and innovative institutional management. If institutions are to successfully respond to these rapidly changing conditions administrative personnel will be required that are capable of dealing with these changes and uncertainties.

The Study of Higher Education Administration

In the higher education environment, administration refers to the combined roles of management and administration, emphasizing decision making responsibilities, with an added dimension arising from the nature of governance in a college or university in which the faculty has authority over academic concerns. The role of the contemporary administrator in a college or university incorporates that of institutional leadership and contributes to a very broad extent the shaping of the institution's character.

The rapid bureaucratization of educational institutions creates a need for administrators who have both operational as well as theoretical knowledge about the dynamics of organizational function and change. The various interest groups that emerged during the 1960s have expectations which often vary widely and are often conflicting; nonetheless, higher education must be responsive to these differing needs. Thus, one of the major problems is that of examining society in an anticipatory fashion to determine the trends, needs, and developments that will affect the delivery of the educational process. Decisions made by administrators must be made to serve the purposes, goals, and objectives of the institution as well as interpreting and responding to societal change. The growing demand for accountability to faculty, students and the public, mandates a formal approach to the study of higher education.

Changes in higher education have created a need for professional personnel to administer new programs and to serve as administrators of existing and new institutions with an understanding of both the academic community and of business operations. Administrators traditionally have been chosen from among the ranks of the institution's faculty. To become an administrator an individual would typically work within the organizational structure, accepting increasing responsibility in administration with the administrative preparation being restricted primarily to "on-the-job" experiences. This method of supplying administrators for universities and colleges, although possibly adequate during an earlier era, is less so now in view of the administrative needs and the specialized skills that institutions require today.

A formal study of higher education would facilitate application of knowledge to the end that the results of administrative decisions would become increasingly accountable and would assist the administrator in conceptualizing the relationships that exist between organizational components, people, and events. As a result, the study of higher education must provide the student with opportunities to explore both the traditional and the new emerging roles involved in the organization and management of a college or university.

To accomplish these programs which address the study of higher education should be both intellectual and pragmatic in content and methodology. The curriculum should continually challenge the intellectual development of the

student. The preparation of administrators must, however, encompass more than just an exposure to knowledge. Administrators in institutions of higher education require an educational value system as well as a full complement of managerial skills in order to have an appropriate context to adequately judge alternative decisions.

The design of an educational program for persons interested in the professional field of higher education administration should be based on a systems approach for organizational structure and functions. The major rationale for selecting a systems methodology is that this approach can provide a contextual framework for the identification and determination of the impact ~~various~~ components within and outside the institutional system can have on the systems operations. Systems design and analysis procedures provide a framework for describing an organization in terms of its major components and the interdependencies that exist between these components as they operate to achieve a specific purpose or mission. This approach permits the examination of an institution in terms of selected external systems - client, economic, post-secondary education, governmental, and societal systems as well as internal subsystems, - formal and informal organization, academic governance, functions and activities, personnel, values, finances, resource management and institutional management.

As a first step in the design and development of a curriculum for preparing administration in higher education a set of ten major objectives have been identified that would serve as a general requirement for all students majoring in higher education administration. These ten objectives and related outcomes are presented in Section I. In addition, all students will be expected to attain an indepth understanding of one or more of the substantive areas as shown in Section II. In this manner students will be provided with both an opportunity to gain generalized knowledge and skills concerning institutions of higher education as well as a specific area(s) of expertise.

I. PROBLEM RESOLUTION AND DECISION MAKING

Major Objective:

The administrator will be able to recognize a situation requiring attention; identify and define the problem; analyze variables influencing the circumstance and determine alternatives for resolution; project implications for each consideration; select with promptness and firmness the best approach for resolving the circumstance; take appropriate action to insure implementation of the decision including acceptance of criticism; and monitor and evaluate the progress and results of execution.

Specific Outcomes:

1. The administrator will be able to apply analytical skills such as systems analysis to systematically investigate the objectives of a system and the criteria for system effectiveness, and to evaluate the alternatives in terms of effectiveness and cost for purpose of clarification in decision making.

2. The administrator will be able to employ established methods for evaluating alternative solutions in the decision making process including such techniques as: payoff matrices, optimization techniques, decision trees, game theory, and statistical inference.

3. The administrator will be able to prepare models of operation to achieve problem resolution including: analysis models, processing models, decision models, planning models, control models, and others.

4. The administrator will be knowledgeable about the organization and utilization of institutional information systems to support decision making including theories relating to: humans as information processors, systems concepts of information systems, mathematical information systems, and computer based information systems.

Knowledge and Skills:

- -Broad understanding of field of higher education
- -Decision making/problem solving theory
- -Systems analysis
- -Project planning
- -Brainstorming
- -Interpersonal relations
- -Communications
- -Personnel management
- -Information systems
- -Financial analysis
- -Legal aspects in higher education
- -Management techniques
- -Development of Evaluation techniques
- -Group dynamics

II. RESOURCE PLANNING AND ALLOCATION PROCEDURES

Major Objective:

The administrator will demonstrate ability to effectively plan, allocate, and utilize resources in the implementation of program activities.

Specific Outcomes:

1. The administrator will be able to develop a project management plan for a specified program.

2. The administrator will be able to prepare a resource analysis of a given program in terms of funds, personnel, and space.

3. The administrator will be able to compare and contrast the major methods and procedures for developing institutional, academic, and non-academic unit budgets--formula systems, PPBS, credit hour production models, zero based budgets, incremental budgeting.

4. The administrator will be knowledgeable of planning resource simulation models--Campus, RRPM, PLAN TRAN, SEARCH.

5. The administrator will be able to interpret and understand financial statements.

6. The administrator will be able to prepare a one-year operating budget for an academic and non-academic unit.

7. The administrator will be able to understand and utilize faculty information obtained from faculty and student flow models.

8. The administrator will be able to develop procedures leading to the preparation of a unit costing system for an institution.

Knowledge and Skills:

-Quanatative thinking
-Computer skills
-Personnel management

III. EVALUATION

Major Objective:

The administrator will demonstrate the ability to evaluate the effectiveness and efficiency of the institution and its academic and non-academic units.

Specific Outcomes:

1. The administrator will be knowledgeable of professional and required accreditation procedures.

2. The administrator will be able to develop a self-study for a given school or division.

3. The administrator will be knowledgeable as to the utilization of institutional evaluation procedures such as peer groups, external consultants, including management consulting firms, and self-studies.

4. The administrator will have an understanding of basic evaluation designs for assessing program effectiveness.

5. The administrator will be able to apply cost benefit analysis procedures.

6. The administrator will be able to identify and develop a management appraisal for non-academic units of an institution.

7. The administrator will be able to compare and contrast various personnel evaluation procedures both for staff and faculty within a university.

8. The administrator will be able to specify criterion for the expansion, reduction, or termination of academic or non-academic programs.

Knowledge and Skills:

-Research techniques
-Quanatative thinking
-Personnel management
-Planning skills

IV. PLANNING

Major Objective:

The administrator will be able to develop and implement a comprehensive institutional long-range planning process.

Specific Outcomes:

1. The administrator will be knowledgeable of the major components of an institutional planning system.

2. The administrator will be able to design and implement an institutional planning process.

3. The administrator will be able to design a strategic long-range planning process.

4. The administrator will be able to apply planning methodologies such as delphi, cross-impact matrices, trend forecasting, morphological forecasting, scenario development, as well as statistical techniques--baynesian statistics, Monte Carlo techniques, and Markov chain theory.

5. The administrator will be knowledgeable of the roles various constituencies have in the long-range planning process.

6. The administrator will be able to develop a pre-planning process.

7. The administrator will be able to compare and contrast various long-range planning processes.

8. The administrator will be familiar with development of campus physical plant master planning procedures.

9. The administrator will be able to understand the relationship between state and regional planning processes and institutional planning processes.

10. The administrator will be able to specify for a given institution the various roles and responsibilities of the various constituencies of the institution in the development of a long-range planning process.

11. The administrator will be able to develop an integrated, comprehensive planning system involving academic and non-academic units in terms of programs, financing, personnel, and physical plant.

Knowledge and Skills:

-Research techniques
-Information systems

V. EFFECTIVF SALESMANSHIP AND COMMUNICATIONS

Major Objective:

The administrator will be able to articulate, in a verbal and written manner, the goals and objectives of his/her department and possess the ability to convey informaton and instructions concerning departmental operations in a clear and concise manner. He/she will be able to work with both individuals and groups and in both a subordinate and supervisory position.

Specific Outcomes:

1. The individual will be able to collect, interpret and analyze data and present the results of such an analysis in a clear and concise manner.

2. The individual will be able to communicate with and be understood by those both superior and subordinate to him/her.

3. The individual will be able to convince others of the need for any particular action or decision.

4. The individual will be able to recognize different behavioral traits and possess the skills required to deal with each.

5. The individual will be able to reason with individuals and present his/her material in a convincing manner.

Knowledge and Skills:

-Writing skills
-Principals of small group behavior

VI. LONG AND SHORT RANGE RAMIFICATIONS OF DECISION MAKING

Major Objectives:

The administrator will be able to consider each decision and the impact it will have on his/her program and the total institution in respect to today, tomorrow, next week, next year, etc. He/she will be able to develop both short and long range plans for his/her department and to develop appropriate evaluation processes for each.

Specific Outcomes:

1. The administrator will be able to view decisions in a departmental and institutional context.

2. The administrator will be able to view decisions in a time context.

3. The administrator will be able to determine if a decision renders a true solution or only a stop gap solution.

4. The administrator will be able to deply resources to maximize their effectiveness.

5. The administrator will be able to evaluate the effect of his/her decisions.

6. The administrator will have the ability to articulate the mission and goals of his/her department and in doing so in concert with those of the overall institution.

Knowledge and Skills:

-Inductive and deductive reasoning
-Planning skills
-Evaluation skills
-Knowledge of resource acquisition and utilization

VII. ETHICAL STANDARDS

Major Objectives:

The administrator will be able to recognize, evaluate and explain the concept of ethics and the place of ethics in our lives, personal and professional; further, be able to construct ethical standards for administrators in the context of institutions of higher education.

Specific Outcomes:

1. The analysis of cases in actual situations in terms of ethical standards projected by behavior.

2. Construct of a model standard of ethics, with supporting rationale and assumptions.

3. The display of ethical behaviors in all aspects of doctoral student role.

4. The leading of a small group discussion over the place of ethics in administration or over some ethical conflict situation.

5. The presentation of a substantial speech or research paper explaining the concept of ethics and its role in administrative behavior in the context of institutions of higher education.

Knowledge and Skills:

-Philosophy of ethics
-Ethical norms or standards in I.H.E.
-Superior/conceptual and reasoning skills

VIII. HUMAN BEHAVIOR AND ORGANIZATION

Major Objective:

The administrator will be keenly aware of both the formal and informal organizational structure of institutions of higher education and, consequently, can make sound and effective judgements based upon insights into political realities.

Specific Outcomes:

1. The administrator is cognizant of the real duties and responsibilities of his position and of those holding other posts within the organization.

2. The administrator can function effectively within the organization based on sensitivity to real power inherent in his and other positions as well as the personalities and capabilities of those affected by or concerned with the particular circumstance under consideration.

3. The administrator can analyze a situation and determine the most practical and effective approach for meeting objectives based on realities of the formal and informal organization of the institution.

4. The administrator establishes communication networks conducive to utilizing external resources and to transmitting information to appropriate personnel.

5. The administrator can discriminate between those issues which should be viewed as confidential and those on which information can be dispersed.

Knowledge and Skills:

-Organization and governance structures
-Skill in interpersonal communication
-Personality psychology
-Knowledge of systems analysis
-Skill in business communications
-Knowledge of public relations

IX. TASKORIENTED

Major Objectives:

The administrator will get the job done regardless of the obstacles, will not permit personalities and personal problems interfere with the task, will set aside personal and philosophical differences to get the task done, and will do the job with quality.

Specific Outcomes:

1. The administrator will ensure that the staff executes assigned responsibilities.

2. The administrator avoids task destroying conflicts.

3. The administrator gets the team together around the task.

4. The administrator ignores the little annoyances that interfere with task.

5. The administrator exerts task attainment leadership whenever an opportunity presents itself.

6. The administrator is willing to take a back seat to the task.

7. The administrator has stragegies to get people to rally around a task and its completion with quality.

8. The administrator has a sensitivity to time and its relation to task completion.

9. The administrator finds it difficult to offer excuses--much better at producing the goods than finding reasons why it can't be done.

Knowledge and Skills:

-Time utilization effectiveness
-Persistence and persuasiveness
-Human relations skills
-Bag of tricks that work for him, e.g. MBO
-Business organizational skills
-Small group behavior skills and knowledge

X. SENSITIVITY AND RESPECT FOR COLLEAGUES

Major Objective:

The administrator's subordinates and colleagues will identify he/she as a person one respects and values he/she as person and professional and who is able to demonstrate this respect and regard in genuine and specific ways.

Specific Outcomes:

1. The administrator acknowledges and gives credit for individual staff contributions.

2. The administrator supports development of activities that will maximize individual's potential capabilities.

3. The administrator fosters open discussion of correlated problems.

4. The administrator provides incentives and rewards based upon principles of equity and merit.

5. The administrator assigns appropriate levels of responsibility to individuals based upon their capabilities.

6. The administrator, subordinates and colleagues react positively to him/her.

7. The administrator can ask help of almost anyone and it will be willingly given.

8. The administrator shares information and seeks and listens to colleagues.

9. The administrator values opinions of colleagues, asks for it and also asks why they feel or believe as they do.

10. The administrator always involves people who will be affected by a decision in that decision, at the very least on an informational level.

11. The administrator always finds an opportunity to demonstrate, even in small ways, respect for colleagues by thought, word and deed.

12. The administrator acts on the advice of colleagues or has good explicit reasons not to do so.

13. The administrator demonstrates belief and value system that supports the concept of individual human dignity, that every person is capable of acting from the highest motives, every person has feelings, ideas to be listened to, has aspirations and common human needs.

14. The administrator provides opportunity, or makes it, for each staff person to demonstrate leadership and expertise in some area of competence, and willingly gives credit when it is done well, help when it isn't.

15. The administrator provides staff individual feedback related to job performance and provides whole staff with continual positive reinforcement.

Knowledge and Skills:

-Personal development schemes
- Use of incentives and rewards
-Communication as a tool
-Small group behavior
-Organizational development
-Common human needs, physical, mental, psychological, economic,
-Human behavior in bureaucratic organizations
-Self knowledge, self-improvement and self-evaluation schemes
-Listening and speaking
-Demonstrates genuine interest and liking for people